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ABSTRACT

The intent of this work is to provide a guideline for development of an elementary curriculum on the use of media skills to enhance existing curriculum. The primary focus is upon instructing children on how to use audiovisual equipment and resources available in their school or local library. Suggested activities and an evaluation tool are included with this curriculum. (JD)

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ED169041

Elementary

MEDIA CURRICULUM

for teachers and media specialists

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Aurora Public Schools

January 1979

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FOREWORD

Involvement of both teachers and media specialists has resulted in the media curriculum presented here. Two groups at both the elementary and middle school levels worked on this project. Phase I in the summer of 1978 concentrating on establishment of the rationale and continuum. Phase II was begun in September with the concentration on identification of resources, cooperative development of media skills teaching amd methods of assessment.

The importance of classroom teacher input in this curricular guideline is emphasized by the number of teachers who were involved. This was done not only to assure recognition of the teacher role, but in an effort to avoid duplication or at least recognize media skills instruction in other areas of the curriculum.

Members of the Media Curriculum Revision Committee have been:

PHASE I

Elementary	Middle School
Nancy Bickford, Lansing, 5th Grade	Pat Diener, South, Language Arts
Betsy Lamb, Elkhart, 4th Grade	Pat Henke, Aurora Hills, English
Suzanne Richards, Sable, 2nd Grade	Linda Witulski, North, Math
Pam Butterworth, Va. Court/Clyde Miller, Media	Andee Antico, Aurora Hills, Media
Gerry Eddy, Yale/Paris, Media	Vickie Horken, North, Media
Ava Rosenfeld, Sable/Altura, Media	Susanna Orzech, Mrachek, Media
Connie Trone, Crawford/Sixth Avenue, Media	

PHASE II

Elementary	Middle School
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Betsy Lamb, Elkhart, 4th Grade	Sarla DeGarmo, Mrachek, Math
Rosie Pleis, Dartmouth, 4th Grade	Pat Diener, South, Language Arts
Jeanette Wilkins, Jewell, 5th Grade	Betty Lutz, Aurora Hills, Language Arts
Bonnie Wolvin, Jewell, 2nd Grade	Sharon Willsea, West, Social Studies
Pam Butterworth, Va.Court/Clyde Miller, Media	Andee Antico, Aurora Hills, Media

Assisting with the work of the committee were: Dr. William Carder, Director of Curriculum; James Hamilton, Language Arts Consultant, and Bill Murray, Director of Media Services.

RATIONALE
Media Skills Curriculum

Media skills as defined in this continuum are an integral part of the school curriculum. These skills should be taught in conjunction with and in support of the basic curriuclum areas. The responsibility for teaching these skills is a joint venture of all staff members.

The intent of this work is to provide a guideline for the planning and implementation of the four strands of objectives:

I. Orientation
II. Organization
III. Selection of Resources
IV. Utilization of Resources.

The scope and sequence of the objectives are identified as minimal expectations at grade level. Objectives should be reinforced at successive grade levels.

Implementation of these objectives can best be accomplished through a variety of teaching approaches in the media center and/or classroom, such as: class instruction, small groups, center activities, individual work. Suggested activities and an evaluation tool are included with this curriculum. Media objectives are correlated in many scope and sequence guides of existing programs. Additional resources, both building and District, are available through your media specialist.

Elementary Media Curriculum Guide

Directions for Use

Many media objectives are directly correlated in scope and sequence guides of existing programs. In areas where they are not directly correlated, teachers should use their discretion and judgment as to how they could best be integrated with the instructional programs. For example, media skills objective II-7 (find materials correctly using the Dewey Decimal System) could be supported by instruction in the math continuum objective D-5, 1 and 2.

The "Elementary Media Skills Curriculum Guide" has been simplified by the use of the following symbols:

D	=	duplicating master
F	=	16mm film
FS	=	filmstrip
K	=	kit (multi-media)
RC	=	items located in Resource Center
T	=	transparency
*	-	indicates sample activities at the back of the guide
P	=	primary level media
I	=	intermediate level media
K-5	=	grade level at which concept is introduced

I. ORIENTATION (K-5)

1. Name library personnel
2. Observe library rules and procedures
   - A. Handle books properly
   - B. Check out materials properly
3. Identify kinds of media (at ability level)
4. Awareness and appreciation of resources
5. Community resources

II. ORGANIZATION

1. Locate major areas of media center.
   - A. easy K-2
   - B. fiction 2
   - C. non-fiction 2
   - D. reference (encyclopedia, dictionary, atlas, index, guides) 2
   - E. card catalog 2
   - F. magazine 2
   - G. vertical file 2
   - H. appropriate non-print materials & equipment 2
2. Find materials correctly in the fiction section 3
3. Identify inside and outside guide letters of the card catalog file 3-4
4. Identify three types of cards: Title, Author, Subject 4
5. Identify call numbers and letters on catalog cards and books 4
6. Find different catagories of books according to the Dewey Decimal System, e.g., 900's = History 4-5
7. Find materials correctly using the Dewey Decimal System through identifying card catalog symbols 4-5

III. SELECTION OF RESOURCES

1. Select materials for personal interest K-1
2. Select materials appropriate to student's reading level 2
3. Distinguish between the content of a fiction and non-fiction book 2-3
4. Distinguish between content of an encyclopedia and a dictionary 3
5. Select correct volume of encyclopedia to find specific information 3
6. Select appropriate non-print materials and related equipment 3-4
7. Select correct materials for a specific topic (film, filmstrip, book, encyclopedia, atlas, etc.) 4-5

IV. UTILIZATION OF RESOURCES

1. Operate equipment as needed and available in instructional program
   - Record Player K
   - Cassette Player K
   - Filmstrip Viewer K
   - Film Loop Projector 1
   - Language Master 1
   - Cartridge Camera &/or Visual Maker 2
   - Overhead 3
   - Opaque 3
   - Filmstrip Projector 4
   - 16mm (optional) 5
   - Slide Projector (optional) 5
2. Identify and use parts of a book
   - Spine, Front, Back K
   - Title 1
   - Author 1
   - Illustrator 1
   - Title Page 1
   - Table of Contents 1
   - Dedication 1
   - Acknowledgement 1
   - Glossary 3
   - Index 4
   - Copyright 4
   - Publisher 4
   - Call Number 4
   - Appendix 5
3. Alphabetize author's name to:
   - A. second letter 2-3
   - B. third letter 3
   - C. end of name 4
4. Apply alphabetizing skills in use of inside and outside guide letters and words in card catalog 4-5
5. Locate books using card catalog skills 4
6. Identify and use information on catalog card: call number, number of pages, publisher, date of publication, illustrator 5
7. Locate specific information by using vertical file, encyclopedia, bibliography, telephone directory, atlas, almanac, thesaurus, non-print, specific subject area reference works 4-5
8. Use cross references as found in encyclopedias and catalog cards 5
9. Identify the sections of a newspaper and describe each one 5
10. Compile a simple bibliography (list of resources) 5

Elementary MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS
I. ORIENTATION	
I.1 Name media center personnel	Introduce media staff to students in addition to names being posted in the classroom. It is recommended that media personnel wear name tags. Photo (I.D.) displays of media staff, mini-visits to each classroom recommended throughout the year.
I.2 Observe media center rules and procedures A. Handle books properly B. Check out materials properly	Post rules on the bulletin boards, print rules on bookmarks, provide poster contest for students. Discuss or demonstrate through use of puppet. Give copy of rules to each teacher for posting in room. Buddy system for new students. Practice check out on blank cards. Have individual "book mark" available. School-made slide-tape show for new students. Recommended support media: K--Xerox, "Fred & Barney Flintstone Library Skills" (I) (RC) F-390 "The Library - A Place for Discovery." (RC) K-28 "Using the Elementary School Library." (RC) K-24 "Books and the Library" (RC) K-335 "How to Use Library Media" cassette tape. (I) (RC) K-27 "Books and More: The Library Media Center," Part 1 (I)
I.3 Identify kinds of media Cassette, individual filmstrip viewer, record player, filmstrip projector, 16mm, overhead, opaque, film loops, slide projector, visual maker.	Label equipment Identify location of media materials and activities. Circuit Board* Treasure Hunt* Map Activity* (RC) K-335 "How to Use Library Media" cassette tape. (RC) 371.33N "Educational Media for Teachers." (RC) K-29 "The Elementary School Library" (RC) K-27 "Books and More: The Library Media Center," Part 4 (I)

*See Addendum

Elementary MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS
I. ORIENTATION (continued)	
I.4 Awareness and appreciation of resources in media center	Vary activities 1. Story time 2. Learning Centers 3. Creative Writing 4. Book Teasers 5. Games & Contests 6. Displays 7. Suggest using prepared orientation filmstrips Include all subject areas. (RC) K-335 "How to Use Library Media" cassette tape (I) (RC) F-1392 "Adventures in the Media Center" (1st half of film) (I) (RC) K-46 "The Library"--What is a Library?"
I.5 Understand basic community resources	Discuss Book Mobile. Discuss Public Library. a. Resource person visit b. Field trips c. How to obtain a library card Aurora Historical Society--Annabell Dunning 343-3351 University of Colorado-Denver foreign student advisor 629-2861 Governmental Agencies 837-3602 information (RC) K-"Using Community Resources" from Study Skills Kit United Nations Office - 980 Grant, Denver, Colorado 832-4765 "Resource Directory"--United Way (Copy in each building)

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MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS	
II. ORGANIZATION		
II.1 Locate major areas of media center	Label areas and special collections, e.g., Peanuts, Dr. Suess.	
	Walk through media center.	
A. Easy	Point out "E" on spine.	K-2
B. Fiction	Hang mobiles from media center ceiling.	2
C. Non-Fiction	Make map of media center.	2
D. References (encyclopedias, dictionary, atlas, index guides)	Use map of media center.	
	Treasure Hunt *	
	(RC) K-24 "Books and The Library"--	2
E. Card catalog	a. filmstrip #2 "Learning About Books" (P)	2
F. Magazines	b. filmstrip #4 "Discovering the Library" (P)	2
G. Vertical file	(RC) K-303 "Basic Study Skills"--Part 1, filmstrip A & B	2
H. Appropriate non-print materials and equipment	D-"Practice in Library Skills" - Instructor Magazine	
	(RC) T-89 "Basic Library Skills"	2
	(RC) K-46 "The Library"--The Card Catalog, Dewey Decimal System, Biography	
II.2 Find materials correctly in the fiction section	Discuss spine labeling, first three letters of author's last name.	3
	Label shelves with letters.	
	Give students 5 books to alphabetize as on shelf.	
	Give book to student to return to shelf.	
	Make each student an author and line up where this book would be shelved.	

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MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS
II. ORGANIZATION (continued)	
II.3 Identify inside and outside guide letters of the Card catalog file.	Given subject, students identify card catalog drawer. "Learning to Use the library" - Weekly Reader Study Skills Series B Xerox. Take a drawer, find original card in drawer, given a duplicate. Beck & Pace "Library Skills" - Book I (RC) K-24 "Books & the Library"--filmstrip #4 "Discovering the Library" (RC) K-23 "Library Series Transparencies" Card Catalog Drawer (RC) T-151 "Library Science - The Dewey Decimal System" Transparency Master. (RC) K-53 "Basic Library Skills"
II.4 Identify three types of cards: Title, Author, Subject.	Given sample catalog cards, students can identify three categories of cards. (RC) KOK-6 "Enlarged Catalog Cards" (RC) T-151 "Library Science - The Dewey Decimal System" -Transparency Masters.
II.5 Identify call numbers and letters on catalog cards and books.	D-"Using the Library" - Universal Workbook.
II.6 Find different categories of books according to the Dewey Decimal System, e.g.: 900's = History.	Give a list of the ten categories to teachers.* Use matching game.* Place posters in classroom and media center of categories and illustrations from magazines (student activity). (RC) K-315 Bingo Game - Ditto - Larland Corp. Bingo Game - Decmo - Larland Corp. Wollensac Teaching Tapes - 3M Company "Dewey Decimal System No. 1" "Dewey Decimal System No. 2" (RC) T-151 Library Science - "The Dewey Decimal System" -Transparency Masters. (RC) K-23 Library Series Transparencies "Learning to Use the Library" - Weekly Reader Study Skills Series B - Xerox FS "The Flintstones Library Series," Set 1.

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MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS
II. ORGANIZATION (continued)	
II.7 Find materials correctly using the Dewey Decimal System through identifying card catalog symbols.	Given student packet of five catalog cards, locate books on shelf. (RC) K-23 "Library Series Transparencies." (RC) T-151 "Library Science - The Dewey Decimal System" Transparency Masters. (RC) T-53 "Basic Library Skills"

Elementary MEDIA SKILL OBJECTIVE	ACTIVITY/MATERIALS	
III. SELECTION OF RESOURCES		
III.1 Select materials for personal interest	Point out high interest items. (RC) F-450 "Reading for Pleasure" (I)	K-1
III.2 Select materials appropriate to students' reading level.	Rule of Thumb or Five Finger Test: make a fist, lift a finger for each missed word. K-1 if you miss five words on one page; 2-5 if you miss five words in one paragraph, the book is too hard. Make book marks explaining rule of thumb.* Make these available in media center. Hang poster explaining rule of thumb.	1-2
III.3 Distinguish between the content of a fiction and non-fiction book.	Read from two books, one fiction and one non-fiction. Decide which is which and why. Ex.: Dinosaurs and Danny and the Dinosaurs.	2-3
III.4 Distinguish between content of an encyclopedia and a dictionary.	(RC) K-53 "Basic Library Skills" Create bulletin board display. (RC) K-304 "Basic Study Skills" Part 2 A-Dictionary (I) B-Encyclopedia (I) (RC) K-117 "Reference Materials in Your Library" (RC) K-49 "The Dictionary in Action" (RC) K-132 "Your Dictionary and How to Use It"	3
III.5 Select correct volume of encyclopedia to find specific information.	Use yellow pages of phone book. Give students a topic to find. (RC) K-304 "Basic Study Skills" Part 2. (RC) K-117 "Library Series - Reference Materials in Your Library"	3
III.6 Select appropriate non-print materials and related equipment.	Use matching game pictures to match pictures.* Students make matching game using old AV catalogue. (RC) K-335 "How to Use Library Media" (RC) K-118 "Library Series - Audio Visual Materials in Your Library"	3-4

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MEDIA SKILL OBJECTIVE		ACTIVITY/MATERIALS	
III.7	Select correct materials for a specific topic (film, filmstrip, book, encyclopedia, atlas).	Give student a topic on which to find all available materials. (RC) F-1492 "Your Study Skills" (RC) K-150 "Using Your Reading Skills: Charts, Tables, Maps, and Graphs" (RC) K-305 "Basic Study Skills, Part 3", Writing Book Reports	4-5

Elementary MEDIA SKILL OBJECTIVE		ACTIVITY/MATERIALS	
IV. UTILIZATION OF RESOURCES			
IV.1	Operate equipment as needed and available in instructional program.	Establish an AV operator's license. Pass test on running equipment Student teach student Demonstrate equipment Provide centers for learning to operate equipment (RC) K-333 "How to Get the Most Out of a Filmstrip and the Use of a Projector" #47-50 (I). (RC) K-335 "How to Use Library Media" (I). (RC) K-118 "Audio Visual Materials in Your Library" (I) Direct student production of AV materials. (RC) T-530 "Slide Preparation and Presentation - Transparency Masters" (RC) F-1392 "Adventures in the Media Center", last half (I) (RC) K-329 "How Does a Picture Mean (camera)" (RC) K-333 "How to get the Most Out of a Filmstrip & Use of a Projector" #47-50 (RC) K-335 "How to Use Library Media" (RC) K-371 "Seeing Through a Lense (camera)"	K-5
IV.2	Identify and use parts of a book.	Define parts of book. (RC) K-119 "Library Skills in Using the Tools in a Book" Make a book including parts of book. Play game "I'm the expert"--Put one person in Expert's seat to answer questions about their library book. Assess parts of book using book inventories* Correlate with dictionary skills in language arts, science, social studies. Use flannel board to illustrate parts of book. (RC) K-305 "Basic Study Skills, Part 3" (I) Library Skills Series, "Books in the Library" #3 Exploring Books (P & I) (RC) K-119 "Using the Tools in a Book" T & D - "Reference Tools & Study Skills" - Milliken (RC) K-53 "Basic Library Skills"	K-5
IV.3	Alphabetize author's name to: A. second letter B. third letter C. end of name	Alphabetize class names. Recommended teacher resources: Mini Centers by Imogene Forte'. (RC) K-53 "Basic Library Skills"	2-3 3 4

MEDIA SKILL OBJECTIVE		ACTIVITY/MATERIALS	
IV. UTILIZATION OF RESOURCES (continued)			
IV.4	Apply alphabetizing skills in use of inside and outside guide letters and words in card catalog.	(RC) K-304 "Basic Study Skills," Part 2, filmstrip D (I) (RC) T-530 "Library Science - The Dewey Decimal System"	4-5
IV.5	Locate books using card catalog skills.	Provide activity card. 1. Give student (small group) cards with statement such as: A book by Carolyn Keene A book title A book about horses 2. Answer questions from card catalog What is title? Who is author? Copyright date? 3. Get book from shelf Catalog your own book--one from home or made. (RC) K-304 "Basic Study Skills," Part 2, filmstrips C & D (I) (RC) K-116 "Library Skills Series, Card Catalog" (RC) K-23 "Library Series" (RC) T-530 "Library Science - The Dewey Decimal System" (RC) K-53 "Basic Library Skills" D - "Practice in Research & Study Skills", Book B - Instructor	4
IV.6	Identify and use information on catalog card: call number, number of pages, publisher, date of publication, illustrator.	(RC) KOK-6 "Enlarged Catalog Cards" Wollensac "The Card Catalog" Coronet Tape - Reference Skills "Card Catalog Capers" (RC) K-29 "The Elementary School Library" includes worksheets Milliken Dittos - "Library Skills Primary & Intermediate" 1971 (RC) K-23 "Library Series Transparencies" (RC) K-304 "Basic Study Skills" Part 2 (RC) T-530 "Library Science - The Dewey Decimal System" Produce catalog card given specific book - student activity. (RC) K-53 Basic Library Skills - Milliken. Observation Game.*	5

MEDIA SKILL OBJECTIVE		ACTIVITY/MATERIALS	
IV.	UTILIZATION OF RESOURCES (continued)		
IV.7	Locate specific information by using vertical file, encyclopedia, bibliography, telephone directory, atlas, almanac, thesaurus, non-print, and specific subject area reference works.	Bring items from home and help catalog them (vertical file) Donate student work to media center. Do a report on a given topic. Provide bulletin board with a reference question of the week. (RC) K-23 "Library Series Transparencies" FS-"Guiness World Challenge" Wollensac Teaching Tape Reference Books 1, Books 2 (RC) K-304 "Basic Study Skills", Part 2; A, B, C FS-"How to use the Encyclopedia"--SVE (RC) F-1392 "Adventures in the Media Center" - 2nd half (I) (RC) K-117 "Library Skills Series" - Reference Materials in your Library D-"Practice in Research and Study Skills" - Instructor Book B Book C T & D - "Reference Tools & Study Skills" - Milliken	4-5
IV.8	Use cross references as found in encyclopedias and card catalogs.	(RC) T-530 "Library Science - the Dewey Decimal System" (RC) K-304 "Basic Study Skills" Part 2; B & D	5
IV.9	Identify the sections of a newspaper and describe each one.	Contact: Denver Post; 297-1010 Rocky Mountain News 892-5000 for activities.	5
IV.10	Compile a simple bibliography.	(RC) K-305 "Basic Study Skills," Part 3, filmstrip D D - "Practice in Research & Study Skills" - Instructor Book B Book C Use bibliography form*	5

APPENDIX

Objective I.3 Map Activity

Provide a map of your media center. Students code the appropriate location of media listed below (as applicable to your situation).

E	Easy books	S	Story collection
B or 920	Biographies	VF	Vertical file
F	Fiction	C	Card catalog
NF	Non-fiction	CD	Circulation desk
M	Magazines	AV	A.V. materials
R	Reference	I	interest areas

Objective I.3 Directions for a Circuit Board
(To be used for multiple choice activities)

Materials

clip board
heavy duty aluminum
tagboard with multiple choice answers
brads
tape
circuit tester (automotive)
(point should be curled to prevent injuries)

Directions

1. Cover clipboard with heavy duty aluminum to conduct current.

2. The foil must also touch the clip on the board.

3. Make a tagboard game with multiple choices--each choice preceded by a brad.

4. Correct answers should allow brads to come in direct contact with foil when tagboard is attached to clipboard.

5. Incorrect answers should have brads taped over on the back of the tagboard so that there is no contact between brad and foil.

6. Tagboard should be clipped to clipboard being sure that part of the clip remains in contact with foil so that circuit is not broken.

7. Attach wire of circuit tester to clip of clipboard. To complete circuit, the circuit tester touches a brad corresponding to a correct answer.

Objective I.3 Treasure Hunt

Each child is given a large sign with a Dewey Class number or other designation. Include the signs for special areas like Picture Books, Easy to Read Books, Fairy and Folk Tales (398.2), B for Biography, Recordings, Filmstrips, Film Loops, Periodicals, Reference Materials, Atlases, Dictionaries, Card Catalog, Faculty Shelves, Information File, Picture File, Study Print and Poster Case, Discs. As many as 24 area signs can be devised. If your group is larger, make additional signs for Charging Desk, Return Book Truck, Shelving Truck, A-V Room, etc. If there are not enough areas to identify, have the class team in groups of two. Taking turns, have students identify the sign, then walk to the place in the Media Center where the material is located.

Objective II.6 10 Categories of Books
The Dewey Decimal System

The following is a list of the ten major classes of the Dewey Decimal System of Classificiaton with some of the kinds of information to be found within each class:

100-199 PHILOSOPHY
(Psychology, Ethics, Ancient and Modern Philosophy)

200-299 RELIGION
(Bible, Church History, Christian Religion, Other Religions, Greek and Roman Mythology)

300-399 SOCIAL SCIENCE
(Government, Community Life, Conservation, Transportation, Costumes, Manners, Laws, United Nations, Holidays, Folk Tales, Fairy Tales and Legends)

400-499 LANGUAGE
(English Language, Study of Words, Alphabets, Dictionaries, Foreign Languages)

500-599 PURE SCIENCE
(Mathematics, Astronomy, Physics, Chemestry, Geology, Prehistoric Life, Living Things--plants and animals)

600-699 USEFUL ARTS (TECHNOLOGY) (APPLIED SCIENCE)
(Hygiene and Health, Safety, Inventions and Machines, Aeronautics and Space, Farming, Manufacturing, Building)

700-799 FINE ARTS
(Architecture, Coins, Pottery, Drawing, Handicrafts, Painting, Photography, Music, Recreation, Hobbies, Games and Sports, Magic)

800-899 LITERATURE
(Poetry, Plays, Short Stories)

900-999 HISTORY
(History, Geography, Travel, Atlases, Biography)

000-099 GENERAL WORKS
(Bibliographies, General Encyclopedias)

Objective II.6 Matching Game

Using the Dewey Decimal Table list books from your media center to fit under each classification.

000-099 General Works_____

100-199 Philosophy_____

200-299 Religion_____

300-399 Social Studies_____

400-499 Language_____

500-599 Pure Science_____

600-699 Applied Science_____

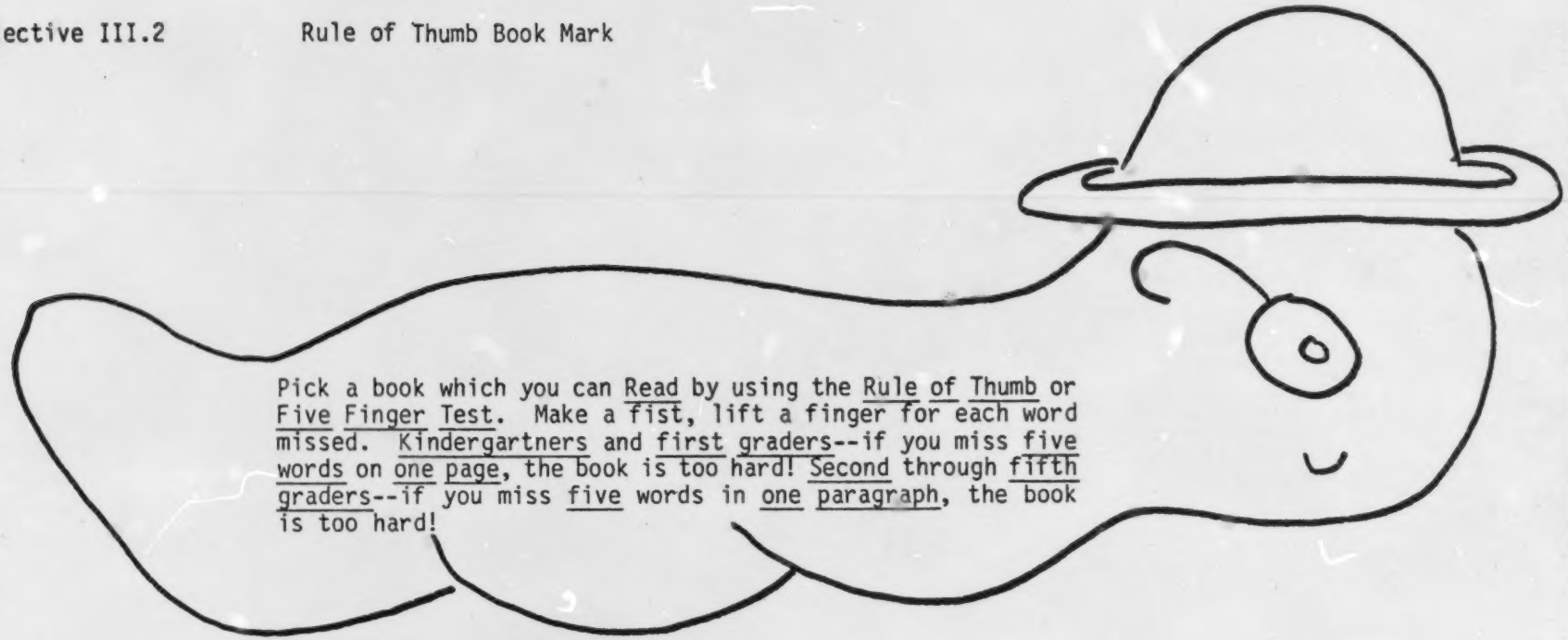
700-799 Fine Arts_____

800-899 Literature_____

900-999 History_____

Geography_____

Objective III.2 Rule of Thumb Book Mark



Pick a book which you can Read by using the Rule of Thumb or Five Finger Test. Make a fist, lift a finger for each word missed. Kindergartners and first graders--if you miss five words on one page, the book is too hard! Second through fifth graders--if you miss five words in one paragraph, the book is too hard!

Objective III.6 Media Material and Equipment Matching

Match the material illustrated with the letter of the piece of equipment it would be used with.

Material

1.____

2.____

3.____

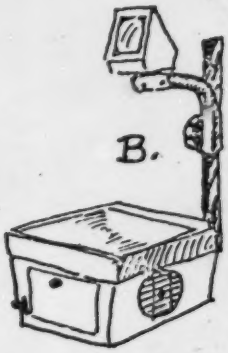
4.____

5.____

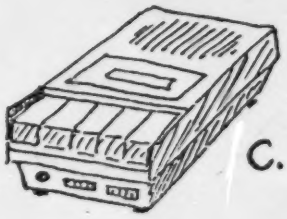
6.____

Equipment

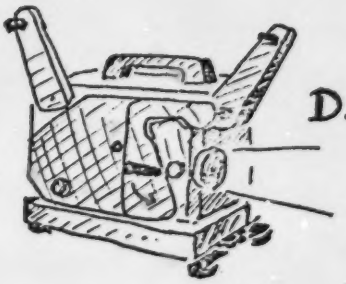
A.



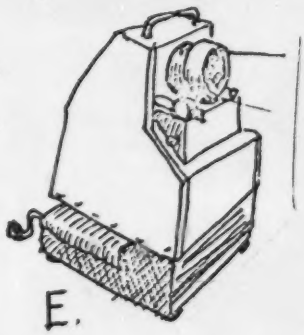
B.



C.



D.



E.

F.

Objective IV.2 Book Inventory
Activities - Parts of a Book

Hi! I'm Ms. BOOK. Name:_____

I have several parts and many people helped put me together.

Here is a list of some of them:

title page	cover
copyright	spine
publisher	title
author	book jacket
illustrator	
place of publication	

Can you use these words to solve the riddles below?

I am the special name of Ms. Book. WHAT AM I?_____

I wrote Ms. Book. WHO AM I?_____

I draw the pictures for Ms. Book. WHO AM I?_____

I protect the pages of Ms. Book. WHAT AM I?_____

I protect the cover of Ms. Book. I have many colors and can be very attractive. WHAT AM I?_____

I help the cover keep the pages of Ms. Book together. WHAT AM I?
_____

I printed Ms. Book and put him together. WHO AM I?_____

I tell Ms. Book's title, author and publisher. WHAT AM I?_____

I am a special date which tells when Ms. Book was given the right to be printed, published and sold. WHAT AM I?_____

I am the city where Ms. Book was made. WHAT AM I?_____

Objective IV.6 Research and Recording

Observation Game

This game is planned to aid the student in noting the large amount of information available from the catalog card. The game is an observation contest. Divide the group into two teams. Within the team have the students work in pairs to note the observations (one to record and the other to dictate). The purpose is to list as many facts about a book as students can find within a limited time by viewing a transparency of a subject catalog card of the book. (Transparencies will need to be made in advance). Time is called by shutting off the overhead. On a blank transparency the teacher lists the observations contributed by each team taking turns. Each fact listed is worth one point. For each improperly verified fact a point is lost. For repetition of a fact already contributed a penalty of two points is levied against the team which repeats it.

Facts to be listed include: fiction, non-fiction, copyright date, publisher, subject, call number, author, illustrator, number of pages, contents, bibliography, maps, music, pictures, illustrations, edition, is a sequel, belongs to a series, an award book, etc.

When all facts have been listed, replace the transparency and have each group verify its own findings by pointing to the location of the fact on the card. Let each team compute its score by tallying the plus and minus points. (This game can be adapted for use with subject cards for media materials, also.)

AUDIOVISUAL - (1) Hearing and seeing; (2) Equipment and materials used for communication in instruction. The term "audiovisual" is gradually being replaced by the term "educational media."

CURRICULUM - The planned interaction of pupils with instructional content, instructional resources, and instructional process for the attainment of educational objectives.

EDUCATIONAL MEDIA - The equipment and materials used for communication in instruction. Includes motion pictures, television, printed materials, graphic and photographic materials, sound recordings, and three-dimensional objects.

HARDWARE - A term which originated in the computer field to describe the equipment required in a computer system. The term is popularly used to refer to the mechanical, electrical, or electronic devices utilized in educational systems.

INFORMATION - The communcation or reception of knowledge.

INSTRUCTION - The process of creating or making available experiences which facilitate learning.

LEARNING - Simply defined, learning is a change in behavior (usually relatively permanent) acquired by an organism as a result of practice or experience. The actual internal process of learning is generally inferred rather than directly observed. Learning does not include behavior changes such as physical development although such factors do play a part in learning. In instruction, the term "learning" usually connotes conscious attempts of the learner to acquire cognitive and psychomoter skills. Learning and instruction are two sides of the same coin; the former is the acquisition of new behaviors (whether cognitive, affective, or psychomoter) and the latter is the planning and implementation of these experiences through which the learner will acquire the desired behavior.

LEARNING ACTIVITIES - Actions or activities which result in an internalized change of behavior or response of the person performing the actions or activities.

LIBRARY - Irrespective of its title, any organized collection of printed books and periodicals or of any graphic or audiovisual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational, or recreational needs of its users; also its physical facilities.

MEDIA - All of the forms and channels used in the transmittal process.

MEDIATED INSTRUCTION - Instruction which is conducted with communications media rather than the direct face-to-face interaction of the teacher with the student (e.g., by print, film, recording, telephone, radio, television, or computer terminal).

NONPRINT MATERIALS - Materials which involve media other than the print medium (e.g., pictures, images, graphics, etc.). Many graphic materials are actually printed, but the term nonprint has come to mean those materials which are not textual or book-like in nature. The terms, media, nonprint, nonbook are often used interchangeably.

PARAPROFESSIONAL - A skilled, specially trained, nonprofessional assistant who performs essential tasks under the direction of a professional, freeing the professional to devote more time to strictly professional responsibilities. It is often used as a term which is equivalent to technician.

PRINT MATERIALS - Materials utilizing the print medium (e.g., newspapers, books, magazines). The term is commonly used to denote textual or book-like materials rather than all materials which are actually produced by a printing press.

PROCESS - The specialized adaptation of scientific procedures applied to achieving a specific task or an established goal.

SOFTWARE - A term which originated in the computer field to describe the programs and instructions required for directing the operation of a computer. The term is popularly used in educational circles to refer to materials, such as films and filmstrips, which are used with equipment or hardware.

TEACHING - The process of helping pupils acquire knowledge, skills, attitudes and/or appreciation by means of a systematic method of instruction. Teaching is the term commonly used to indicate face-to-face instruction.

TECHNICIAN - A person with some specialized training who performs tasks requiring the use of specified yet complex sequence (or alternate sequences) of tasks, sometimes using reference materials. Tasks tend to be assigned or described in terms of a specific, defined output, either product or service.

UNIT OF INSTRUCTION - A planned series of learning activities or experiences which has: (1) predetermined, stated objectives; (2) a definite beginning and a definite end; (3) a specific learner population; (4) some specific means of assessing the learning which has taken place as a result of the interface between the learner and the unit of instruction. Although no length is prescribed for a unit of instruction, it is usually thought of as shorter in length than a course (sometimes called an Instructional Module).

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AURORA PUBLIC SCHOOLS

Elementary Media Check List

The following media checklist may be used for the assessment and monitoring of the media curriculum. Indicate by check mark or date, the skills you have introduced or completed.

I.	ORIENTATION (K-5)	
1.	Name media personnel	
2.	Observe media center rules and procedures	
	A. Handle books properly	
	B. Check out materials properly	
3.	Identify kinds of media (at ability level)	
4.	Awareness and appreciation of resources	
5.	Understand basic community resources	
II.	ORGANIZATION	
1.	Locate major areas of media center.	
	A. easy K-2	
	B. fiction 2	
	C. non-fiction 2	
	D. reference (encyclopedia, dictionary, atlas, index, guides) 2	
	E. card catalog 2	
	F. magazine 2	
	G. vertical file 2	
	H. appropriate non-print materials & equipment 2	
2.	Find materials correctly in the fiction section 3	
3.	Identify inside and outside guide letters of the card catalog file 3-4	
4.	Identify three types of cards: Title, Author, Subject 4	
5.	Identify call numbers and letters on catalog cards and books 4	
6.	Find different catagories of books according to the Dewey Decimal System, e.g., 900's = History 4-5	
7.	Find materials correctly using the Dewey Decimal System through identifying card catalog symbols 4-5	

III.	SELECTION OF RESOURCES	
1.	Select materials for personal interest K-1	
2.	Select materials appropriate to student's reading level 2	
3.	Distinguish between the content of a fiction and non-fiction book 2-3	
4.	Distinguish between content of an encyclopedia and a dictionary 3	
5.	Select correct volume of encyclopedia to find specific information 3	
6.	Select appropriate non-print materials and related equipment 3-4	
7.	Select correct materials for a specific topic (film, filmstrip, book, encyclopedia, atlas, etc.) 4-5	

IV. UTILIZATION OF RESOURCES

1.	Operate equipment as needed and available in instructional program	
	Record Player K	
	Cassette Player K	
	Filmstrip Viewer K	
	Film Loop Projector 1	
	Language Master 1	
	Cartridge Camera &/or Visual Maker 2	
	Overhead 3	
	Opaque 3	
	Filmstrip Projector 4	
	16mm (optional) 5	
	Slide Projector (optional) 5	
2.	Identify and use parts of a book	
	Spine, Front, Back K	
	Title 1	
	Author 1	
	Illustrator 1	
	Title Page 1	
	Table of Contents 1	
	Dedication 1	
	Acknowledgement 1	
	Glossary 3	
	Index 4	
	Copyright 4	
	Publisher 4	
	Call Number 4	
	Appendix 5	
3.	Alphabetize author's name to:	
	A. second letter 2-3	
	B. third letter 3	
	C. end of name 4	
4.	Apply alphabetizing skills in use of inside and outside guide letters and words in card catalog 4-5	
5.	Locate books using card catalog skills 4	
6.	Identify and use information on catalog card: call number, number of pages, publisher, date of publication, illustrator 5	
7.	Locate specific information by using vertical file, encyclopedia, bibliography, telephone directory, atlas, almanac, thesaurus, nonprint, specific subject area reference works 4-5	
8.	Use cross references as found in encyclopedias and catalog cards 5	
9.	Identify the sections of a newspaper and describe each one 5	
10.	Compile a simple bibliography (list of resources) 5	

INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILLS GOALS
GRADE SIX

I ORIENTATION

	GROUP 1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP 1	2	3	4	5
Locate Specific Areas					

III SELECTION OF RESOURCES

	GROUP 1	2	3	4	5
Select Specific Materials					
Select Appropriate Reference Sources					
Select Suitable AV Equipment					

IV UTILIZATION OF RESOURCES

	GROUP 1	2	3	4	5
Use Three Types ofCatalog Cards					
Use Basic Information on Cards					
Know Parts of Book					
Use AV Equipment					
Use Encyclopedia					
Use Atlas					
Use Specialized References					
Use Biographies					
Use Vertical File					
Compile Bibliography					

V PRODUCTION

	GROUP 1	2	3	4	5
Construct a Book					
Make a Diorama or					
Collage or					
Mobile					
Make a Tape Recording					

VI EVALUATION

	GROUP 1	2	3	4	5
Make a Book					
Teacher Check List					

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INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILL GOALS
GRADE SEVEN

I ORIENTATION

	GROUP				
	1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP				
	1	2	3	4	5
Locate Specific Areas					
Locate Specific Materials					

III SELECTION OF RESOURCES

	GROUP				
	1	2	3	4	5
Select Suitable Biographical Sources					
Select Most Appropriate Reference Books					
Select Magazines Using Reader's Guide					

IV UTILIZATION OF RESOURCES

	GROUP				
	1	2	3	4	5
Use Cross References					
Use an Atlas					
Use an Almanac					
Use Specialized Reference Materials					
Use Biographies					
Use Vertical File					
Compile Bibliography					
Use Catalog Cards					

V (OPTIONAL) PRODUCTION

	GROUP				
	1	2	3	4	5
Use an Opaque Projector to Enlarge Map					
Make a Photogram					
Produce a Puppet Show					
Take a Photograph					

VI EVALUATION

	GROUP				
	1	2	3	4	5
Take a Trip Unit					
Teacher Checklist					

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INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILL GOALS
GRADE EIGHT

I ORIENTATION

	GROUP				
	1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP				
	1	2	3	4	5
Locate Specific Areas					
Locate Specific Materials					

III SELECTION OF RESOURCES

	GROUP				
	1	2	3	4	5
Select Suitable Biographical Sources					
Select Sources of Quotations					
Select Appropriate Reference Books					
Select Appropriate Magazines Using Reader's Guide					

IV UTILIZATION OF RESOURCES

	GROUP				
	1	2	3	4	5
Use Catalog Cards					
Use Cross References					
Use Specialized Dictionaries					
Use Biographies					
Use Vertical File					
Compile a Bibliography					
Use Specialized Reference Materials					
Use a Thesaurus					

V (OPTIONAL) PRODUCTION

	GROUP				
	1	2	3	4	5
Make a Photogram					
Construct a "Handmade" Slide or Filmstrip					
Make a "Pin-Hole" Camera					
Make a Video-tape Recording					
Make a Photograph and Develop It					

VI EVALUATION

	GROUP				
	1	2	3	4	5
"Interest Paper"					
Teacher Checklist					

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